

**An Exploratory Study to Identify the  
Learning and Developmental Needs  
of Less Privileged Children**

**A Report**

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## PREFACE

Sarva Shiksha Abhiyan aims to develop human capabilities and to provide useful and quality elementary education in a mission mode for all children in the 6 to 14 age group by 2010. An important goal is also to bridge social, regional and gender gaps, with the active participation of the community. One of the features in SSA is to focus on the educational participation of children from the SC/ST, religious and linguistic minorities. The SSA framework clearly states, "it is mandatory to track the progress of each and every child". As such, it is essential to gather information about all the children upto the age of 14 years enrolled or never enrolled, out-of-school or within the system, studying in private or government schools.

India has a large number of children in difficult situations like labourers, destitute children, orphans, dropouts, neglected and ill-treated. Information on the learning needs of the less privileged children is not precisely available. It was therefore considered important to conduct a quick and concise study on such children.

The National Institute of Public Cooperation and Child Development (NIPCCD) on behalf of Department of Women and Child Development and Department of Elementary Education and Literacy organised a National Meet (Rashtriya Bal Sanskar Sangam) from November 9 – 14, 2002 at Bhartiyan, Nizamuddin, New Delhi. A number of Non-Government Organisations (NGOs) across the country participated in the activities organised on this occasion alongwith about 2000 beneficiaries.

It was an opportunity for the Department to collect information and present the report in a condensed form for wider dissemination.

The present document titled *An Exploratory Study on the Learning and Developmental Needs of Less Privileged Children* identifies needs of children from different states who had come together in the Bal Sangam and would provide assistance to policy planners, programme organisers and for mounting further research studies.

The work undertaken by the study team Dr. Usha Dutta and Dr Pushpa Mandal of the Department is appreciated. The assistance provided by the team of Junior Project Fellows – Surabala Sahoo, Mukesh Kumar, Deepak Narang and K. Sharfudeen is acknowledged. Anil Kumar and Shakumber are also thanked for computer assistance.

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## CHAPTER-I

### **An Exploratory Study on the Learning and Developmental Needs of Less Privileged Children**

#### **Introduction**

In India, providing suitable educational programmes for the 80 million (approach paper of 10<sup>th</sup> five year plan), out-of-school children is a critical issue that persists till date. These children are out-of-school due to socio-economic constraints. They are forced to work for petty remuneration at an early stage, when they should have joined primary school. These children include street and working children, illiterates and destitutes. In view of the country's commitment to provide Education for All schemes and programmes have been undertaken to help these children to complete their education by mainstreaming. These programmes are also designed to equip these children with functional literacy so as to upgrade their life skills enabling them to meet their basic educational needs.

Besides Government efforts adequate number of NGOs have also contributed significantly in this endeavour towards realising the goal of UEE.

This document highlights the efforts made by many NGOs across the country involved in meeting the learning needs of the **less privileged** children in difficult situations. The term *less privileged* covers children who are deprived, socially and economically weaker than others.

## **The Context**

The issue of education of the disadvantaged group of children, who remain out-of-school has gained special importance under Universalisation of Elementary Education (UEE). In the context of **Sarva Shiksha Abhiyan** (SSA-2000) the Govt. of India has resolved to provide access to education for every child by 2003 and elementary education by 2010. The fulfilment of the mission of SSA poses a great challenge before the educational planners especially in India because bringing all out-of-school in the age group of 6 – 14 into the educational fold remains the main concern.

### **Out-of-School Children – Characteristics**

This heterogeneous group called out-of-school children includes children, who belong to remote, school-less habitations, working children, street children, deprived children in urban slums, bonded child labourers, children of sex workers, girls belonging to minority community, girls involved in domestic chores or sibling care, children who are engaged in cattle grazing etc. This heterogeneity demands diversified approaches and strategies for their education.

Today, there is awakening at all levels to relieve the child from apprehensions and restore the lost childhood to him/her. A large number of voluntary organisations are working for upliftment of the lives of the street and working children through their development oriented educational programmes. There are a number of welfare schemes of Social Welfare of Ministry of Govt of India and various voluntary organisations who are working for the cause of educational development of out-of-school children. Grants are provided to VA's for running projects of experimental and innovative project under alternative schooling.

The Department of Elementary Education, NCERT functions as nodal agency for **Sarva Shiksha Abhiyan** which includes NFE (erstwhile) and alternative schooling programmes which has been

recently modified into **Education Guarantee Scheme and Alternative & Innovative Education (EGS&AIE)**. The Department has been providing technical and academic resource supports to the organisations working for meeting the educational needs of the out-of-school children.

The National Institute of Public Cooperation and Child Development (NIPCCD) on behalf of Department of Women and Child Development and Department of Elementary Education and Literacy organised a National Meet (Rashtriya Bal Sanskar Sangam) from November 9 – 14, 2002 at Bhartiyan, Nizamuddin, New Delhi. A number of NGOs across the country participated in the activities organised on this occasion alongwith about 2000 beneficiaries

In view of this, it was proposed to conduct an exploratory study to identify the major programmes and activities of the NGOs participating in the Bal Sangam and to identify the developmental and learning needs of these children.

#### **Need and Importance of the Study:**

There is a strong tradition of voluntary effort in India going back over centuries. The role of voluntary organisations/ NGOs in the field of education has already been recognised by the Government of India ever since the First Five Year Plan. The Government considers voluntary agencies/ NGOs as important partners in its endeavour to eradicate illiteracy and to achieve the goal of Education of All (EFA). It is assumed that no programme, which involves public mobilisation and participation, can be successful

unless the non-government organisations supplement the Governmental efforts.

It is in this endeavour that a number of voluntary agencies contributed significantly for education at development of less-privileged children during the last decade. Since voluntary agencies/ NGOs function on their own initiatives, they have flexibility of structure and operation, possess rapport with community have expertise in the field of work concerned, capacity and capability to mobilise the resources – both human and financial, and are imbued with the spirit of service and dedication, involvement of voluntary agencies/ NGOs in EFA is most likely to yield the desired results. It is envisaged that every voluntary organisation has something unique to contribute in the area of alternative schooling. To sustain their contribution towards educational development of out-of-school children, a number of programmes and schemes of assistance to voluntary agencies have been launched by the Government of India, keeping the foregoing factors in view

The Department of Elementary Education of NCERT conducts research studies in the area of alternative education from time-to-time. It also undertakes evaluation and field studies of projects implemented by voluntary agencies aimed at realising the goal of UEE.

In view of this, the department felt a strong desire to conduct a study to identify the main activities and programmes of group of voluntary agencies invited in the Bal Sangam. There is a felt need

to identify as to what extent the activities are effective in fulfilling the goal of UEE.



**NCERT books so exciting!**

It is expected that the findings of the study will highlight the strengths and weaknesses of these activities. These inputs will enable the planners and the concerned NGOs to plan educational programmes on the basis of ground realities and needs of the children.

## **CHAPTER-II**

### **Design of the Study**

#### **2.1 Methodology Adopted**

The study was conducted in three phases as follows:

In phase I, tools were developed on the basis of the objectives. In continuation to this list of NGOs were collected and strategy and an action plan was worked out to meet the NGOs.

During phase II, the investigating team worked out a strategy to meet the NGOs and the participating children, visit to the site at Nizamuddin to collect first hand information through administering tools and by making personal observations as well as by discussion with NGO officials and teachers. Interactions with children was also undertaken to know their opinion and views about the event.

In phase III, organization and analysis of data was undertaken. To make the study comprehensive profiles of NGOs in terms of the major programmes and their activities, and identification of the learning needs of these groups of children was undertaken.

#### **2.1.1 Objectives of the Study**

In view of the above background the following objectives were formulated for the study These were:

- To know the types of activities and programmes undertaken by the NGOs for development of these children.
- To identify profile and developmental learning needs of selected groups of children.

- To identify if any skill training is provided to the children.
- To mount research studies based on these collected data.

Rashtriya Bal Sanskar Sangam was a promising approach for interaction, stimulation and integration of deprived children at community level. The programme also acted as an **advocacy** event for Sarva Shiksha Abhiyan (SSA), by providing opportunities for education to children from SC/ST Community disadvantaged groups, also disabled children from the states of



**Disabled Child In the Bal Sangam Camp**

*Andhra Pradesh, Bihar, Chattishgarh, Gujarat, H.P. J&K, Jharkhand, M.P., Maharashtra, Rajasthan, Orissa, Tamilnadu, U.P. and West Bengal.*

### **2.1.2 Sample of the Study**

The population for the study was selected through random sampling from the NGOs invited for the Bal Sangam. The sample consisted of the organiser, children and the teachers. The sample size was as follows:

<b>No. of NGOs</b>	<b>:</b>	<b>15</b>
<b>No of Teachers</b>	<b>:</b>	<b>15</b>
<b>Numbers of children</b>	<b>:</b>	<b>50</b>
<b>Total sample size</b>	<b>:</b>	<b>80</b>

Primary data was collected by visiting the Sangam site through interaction with different levels of respondents.

### **2.4 Tools Used**

The following tools were administered to project coordinators, teachers and the beneficiaries for collection of data:

- i. Interview schedule for project mangers/ coordinators.
- ii. Interview schedule for teachers.
- iii. Interview schedule for children.
- iv. Interview schedule for girl child.

### **2.5 Collection of Data**

The study was exploratory in nature. The prime objective of this study was to find out the type of education imparted to the children, its focus and objective. To find out if any vocational or any type of skill training is being imparted to make the children self employed and for identifying learning needs of the children as well. Accordingly primary data was collected through structural and open ended tools. Information from different groups of children were also collected to gather a comprehensive profile of the

children. Qualitative analysis of data was made as the sample number was small.

## 2.6 Problems Faced

Data collection was the most difficult phase of this study. Large gatherings of the NGOs and the children were of floating type of population. Different kinds of programmes and activities (competitions) were organized for the children at the site.



Learning through Painting

Most of the time, the children or the project managers were not available to the investigating team.

These problems were solved through administering tools as and when project managers, teachers and the children were available to the investigating team.

## CHAPTER-III

### Analysis and Interpretation of Data

- Data was collected on the following items which are commensurate with the objectives.
- Major focus and activities of the NGOs
- Skill training provided to the children
- Profile and Learning needs of selected group of children

#### 3.1 Major Focus and Activities of the NGOs

The data collected was to find out the major focuses and activities of the voluntary organisations. Since the contribution of NGOs is envisaged in the context of UEE, it was proposed to identify the strategies and mechanism adopted by the NGOs for mainstreaming the children after they completed a particular stage of education at the centre level. It was found that all the project activities aimed at mainstreaming of the children to realise the goal of UEE. In view of this mainstreaming has not been treated as a separate parameter. Major focus and activities of the NGOs was based on the following parameters as shown in the table 1:

Table 1: Major Focus and Activities of the NGOs

S. No	Major Focus and Activities	Number of NGOs	Remarks
(1)	(2)	(3)	(4)
1.	Basic education – overall developmental of child	Seven Sewa Bharti (Ludhiana), Sewa Bharti (A.P.), Navshresti (Delhi), Geetha Parivar (Maharashtra), Aarambh (Bhopal), Young Women Christian Association (YWCA), Delhi, Rashtriya Bal Kamgar (Maharashtra)	Imparting of three R's found to be common and linked to all the project activities of the NGOs
2	Mass Education through/ Community Mobilization & Social Activities	Three Ashray (Delhi), Jankalayan Sahitya Manch Sansthan (Rajasthan), Rashtrothana Parishad (Bangalore)	

3.	Basic education, skill training	Nine Navjyoti Development Society (Delhi), Mamta (Delhi), Ashray (Delhi), Samarth (Delhi), Aarambh (Bhopal), Delhi Brotherhood Development Society (Delhi), Deepalaya (Delhi), Rashstrothana Parishad (Bangalore), Navshristi (Delhi)	covered under the study. Mainstreaming is another major component found to be common to all the NGOs which aimed at realising the goal of UEE
4.	Education, health and nutrition components	Four Jankalyan Sahitya Manch Sansthan (Rajasthan), Navshristi (Delhi), Navjyoti Development Society (Delhi), Delhi Brotherhood Development Society (Delhi)	

The above table reveals that all the fifteen NGOs have a common goal to impart basic education that is development of three R's. Community mobilization and social activities was found to be a major activity of the NGOs namely Aashrya, Jankalyan Sahitya Manch Sansthan and Rashstrothana Parishad. The table further reveals that development of income generating skills or suitable life skills is found to be one of the activities of some of the NGOs as shown in the table. However mainstreaming of children is found to be the main objective of all the project activities of the NGOs as mentioned in the above table.

### **Curriculum and Instructional Material**

Studies and surveys revealed that irrelevant and uninteresting teaching in the schools is one of the major cause of drop-out among the 6-14 age group children particularly among socially and economically deprived children. Interaction with the project coordinators of the concerned NGOs revealed that as such separate curriculum aimed to the special learning needs of different categories of out-of-school children has not been developed by their organisation. During the course of interaction<sup>11</sup>

with the project officials and teachers, investing team could gather some information about curriculum adopted by their organisations.



#### Reporting Expectations

As per the information furnished the types of curriculum adopted by the NGOs, these can be classified as following.

S No.	Type of curriculum	Name of the NGOs
1.	Same as State curriculum	Geetha Panwar, Aarambh, Rashtriya Bal Kamgar, Seva Bharti, A P.; Rastathan Parishad, YWCA,
2.	State curriculum integrated with local specific components with, skill development, health and nutrition programmes	Mamta, Delhi Brotherhood development society, Seva Bharti, Ludhiana, Aashrya, Navjoyti, Navshrishti, Jankalyan Sahitya Manch Sansthan

The teachers informed that generally they adopt activity based approach during teaching. Interaction with various functionaries revealed that gradually they are in a process to adopt formal school curriculum.

Since NFE or alternative schooling approach by its very nature is flexible in character, it lends itself to as many adaptation as there might be situations and learning needs of the beneficiaries.

In view of the situation that mentioned above there is need to develop learner-specific, area-specific and need based strategies enabling the children to complete their education at least up to elementary level. Concerned NGOs need to take initiatives to meet this requirements. At the same time it should be ensured by the NGOs that MLLs prescribed for a particular stage of education is reflected adequately while developing need based curriculum.

### **Instructional Material**

Observation of instructional material used at the centre by the concerned NGOs could not be undertaken because of non-availability of the same at the site. However, it was informed by most of the project coordinators that they are using formal school textbooks along with some local specific supplementary reading material developed by the organisations.



**We want to read and write and do something**

NFE books prepared by State Resource Centre are also used. It was also learnt that sometimes they buy books at cheap rates from the local market. It was gathered from the discussion with teachers that there is adhocism in the selection of materials. These material fail to reflect the learning needs/ concerns of different categories of children.

There is urgent need for development of area specific, local specific and learners specific materials for these children. For this, collection of vocabulary generally used by these children, identification of their immediate environmental situation, nature of work, their social and cultural aspects and identification of their learning needs considered to be a pre-requisite activity for material development. Teachers expressed that the need for variety of TLMs that could motivate the children for self-learning and learning to learn

### **Teachers Profile**

Effort was made to identify the background of teachers to find out to what extent they feel equipped for the tasks that they have to perform in the learning centres. Their perception regarding the activities of the respective NGOs in terms of fulfilling the learning needs of the children, has also been reported to make the study comprehensive. Presented below are the Academic qualification of teachers from the NGOs which was selected.

**Table 2: Academic qualification of teachers**

S No	Academic Qualification of teachers	Name of the concern NGOs
1	MA	Geetha Pariwar, YWCA
2.	Graduate	Aarambh, Delhi Brotherhood development society, Aashray, Seva Bharti, Rashtrotthan Parishad, Navashrithi, Jan Kalyan Man sansthan, Rashtriya Bal Kamgar, Samarth
3.	Under Graduate	Nav Jyoti, Seva Bharti

The table reveals that teachers from six NGOs were graduates while teachers in Geeta Pariwar and YWCA were master degree holders whereas teachers from Nava Jyoti and Seva Bharti were under graduate.

As far as regarding pre-service or in-service training is concerned satisfactory answer could not be available from the teachers. However, regarding, professional qualification of the teachers the investigating team could know that the teacher from Samarth had diploma in computer education, the teacher from Aarambh had diploma course in education, and the teacher from Geeta Pariwar had B.Ed qualifications. This indicates that there is need for organising special training programmes for the teachers facing the challenges of educating diversified group of children. There is need for planning of programmes and activities to upgrade their skill to face the ground realities.

### **Popular Activities of the Learning Centres**

The popular activities of centres include a variety of learner-centered programmes. These are:

1. Reading – writing	6. Games
2. Story telling	7. Role – play
3. Poem – songs	6. Art / Drawing
4. Study of Pictures and Charts	9. Craftwork
5. Riddles	10. Dance/music

Almost all the children interviewed like the above activities. It was further strengthened when asked about this to the children. As many as 35 children like story telling, reading – writing, games, songs, drawing, drama, visits and excursions. Only 15 children expressed that they also like study of pictures and charts, riddles, dance & music.



**Bal Panchayat at the Bal Sangam**

Data revealed that a variety of activities are organised to facilitate learning among the children in the centres. However, guard has to be taken to ensure that the activities which are organised are

based on the competencies to be achieved and facilitate learning. Activities organised should be as per the need of the children and not just for the sake of activities. Capacity building among the teachers is a pre requisite factor to handle such situations.

### 3.2 Skill Training provided to the children

Effort has been made to find out if there is provision of any kind of skill training for the children to meet one of the their basic needs. Data obtained regarding this revealed that much initiative has not been taken by the NGOs in this regard. Some kind of mechanical skill is imparted to the children by seven (7) NGOs. Their thrust is on imparting basic education through alternative approach. However, skill training provided to the children by some of the NGOs is presented below: (See table 3)

Table 3 : Skills training provided to the children

S. No.	Type of skill training	Name of the NGOs	Remarks
(1)	(2)	(3)	(4)
1	Mechanical skill	Seven Navjyoti Development Society (Delhi), Mamta (Delhi), Ashrarya (Delhi), Samarth (Delhi), Aarambh (Bhopal), Delhi Brotherhood Development Society (Delhi), Deepalaya (Delhi)	
2.	Cutting & Tailoring	Three Sewa Bharti (Ludhiana), Rashtrothana Parishad (Bangalore), Ashrarya (Delhi),	
3.	Computer Operator	Two Sewa Bharti (Ludhiana), Navshristi (Delhi)	

The above table reveals that skill training on cutting and tailoring is provided by three NGOs as mentioned in the table. It is surprising to note that out of 15 NGOs identified basic computer literacy is imparted by only two NGOs. It emerges that imparting of any type of skill training to the children is some what not given much importance by the functionaries.

### **3.3 Profile and Learning needs of selected group of children**

One of the major objectives of the study was to identify learners profile and their learning needs. Effort was made to find out as to what extent the project activities help the children to complete the education up to elementary level secondly if the project activities could satisfy the learning needs of the concerned children.

Data revealed that the NGOs covered under the study aimed at implementing educational activities for the poor children belonged to tribal community, girl child, slum children and children belong to marginalized section of the society in the age group 6 – 14 years. They are imparting non-formal/ alternative education to the children. These NGOs are directly or indirectly involved in fulfilling the long cherished goal of UEE in the context of EFA. All the NGOs have a common goal and interest i.e. to bring the children into mainstream of education.

50 children were interviewed from the voluntary agencies to identify the social and economic status of the children. It revealed that almost all of them belong to economically poor families. Most of the parents work as labourers, rickshaw pullers, vegetable vendors, drivers, potters, and carpenters. Some of their parents are engaged in small petty jobs, mostly in unorganised sector. In majority of cases parents monthly income ranges between Rs 500/- to 1000/- (Approx.)

The children served by these NGOs are mostly drop-outs. As much as 35 children of 50 were drop-outs and rest of the 15 children were first generation learners.

The children reported that they want to read and write however they are more interested in learning some skills so that they can support their family. Types of responses recorded regarding their expectations is presented below:

**Table 4 : Responses/ Learning Needs of the Children**

S_No	Responses	No. of children
1.	Teacher	15
2	Tailor	5
3	Mechanic	7
4	Driver	3
5	Doctor	1
6.	Policeman	4
7	Any job	5
8	No Idea	2
10	Govt. Job.	8
Total		50

The above table reveals that 15 out-of-school expressed that they want to be a teacher, followed by Govt. job, mechanic, tailor, policeman, driver and even a doctor by 8, 7, 5, 4, 3 and 1 children respectively. There is distinct variation in the expectations of the children.

14 year old Bhatta from Gulberg wants to become a police. She loves the Police Danda and would love to use it if she becomes a police. She has seen police in her area, her father drinks, beats the mother and uses very bad language "I do not like this" she says and would love to use the police danda on drunkards. She does not like her father as he abuses her also

Some of them would even like to take up any job that supports their economic hardship.

Shakeel, 12 years old, who stays at Lambu Camp, Tuglagabad Railway Station has no father. The mother sits at home and drinks and he is a Shani Maharaj beggar who roams with a bucket and gets money. This has been going on in his family for generations. He gets around Rs. 60-70 every day. He wants to become a Police Officer as he has seen police taking bribes but he will not take money after he becomes a police. He wants to work hard for a livelihood

The responses by the children indicates that NGOs for the children will have to evolve educational planning keeping in view the ground realities. NGOs should evolve suitable educational programmes for the children's concern which is flexible and innovative to suit the need of the children.

### **2.3.1 Profile of Girl Child**

The investigating team made special effort to identify special learning needs of girl child and reasons behind leaving school (drop-out) before completing primary/ upper primary level of education.



#### **Identifying Learning Needs of the Girl Child**

During the course of interaction with the girls (10 girls) the team observed that while all the problems of girls are almost similar as that of boys, they feel more about the heavy load of household activities, such as, sibling care, cooking, collecting fire wood (in

rural areas) and other household activities. **Most of them reported that they feel strongly for continuation of their studies (100%) and for this they need alternative educational programmes based on their needs at convenient time and place which could be useful for their future life.** They expressed that the concerned NGOs should focus more on skill training and time allocation for this should be increased.

Namrata Keshav Gonde from Bhatke Vimukt Vikas Panshad revealed that her mother stitched rags and father told future to the villagers through Nandibail (Bull). They roam from village to village and through the bull 'Bhavishyavani' is told. "The bull dances on the legs on my father and future is told"



**The Bull Bhavishyavani**

The feelings expressed by the girls points to the need of organising leaner specific activities which can take care of the ground realities as per the requirements. **NGOs concerned will have to pay special attentions for empowering the girls with basic tools for learning to learn.**

## CHAPTER – IV

### Findings of the Study

Findings of the study have significant bearings for designing educational programmes and planning curriculum for children of marginalized groups. Major findings have been presented under the following components:

#### Learners and Their Learning Needs

The significant features of the children and their learning needs that emerged from the study are as follows:

- Children were mostly dropouts or first generation learners.
- Parents are mostly engaged in unorganised economy sectors or are self employed as rag-pickers, rickshaw puller, tailor, farmers, labourers, hawkers and in household activities
- Children stay at home or in hostel run by the organisation.
- Girls are engaged as housemaids, sibling care activities, cooking, collecting firewood particularly in rural areas.
- In rural areas, a large number of boys work with their parents in the agricultural pursuits (50%).
- Both boys and girls want to read and write. Along with education, they want to learn some income generating skill so that they can support their family.

- Children expressed preference for 'earning while learning' programme like doll making, papad making, cutting and tailoring etc.
- Girls do not face any discrimination at home.
- Activities like working in motor garage, driving or any job to support their family are preferred by the boys
- Teachers behaviour (beating, abusing), school climate, content and teaching methods are some of the 'pushed out' factors leading to dropouts from formal schools.
- 85% of children expressed lack of interest for mathematics. Social Science is the only subject which is liked by most of the children one of the most liked subjects among the children.
- Some of the activities of the learning centres liked by children are practical activities, story telling, recitations of poems, group work, drawing, discussion and games. The children participate well in these activities.
- Both boys and girls want that the educational facilities should be made available to them with due consideration to their free and convenience time. Boys preferred night schools.
- Girls have shown special preference for having woman teachers in their learning centres.

- Inputs like free books, dresses and mid-day-meal are some of their expectations from organisations.

### **Perceptions of Heads of Organisations**

All the Heads of organisations feel that

- Working mothers, teachers attitude and lack of attention, content and educational processes are some of the main reason for dropout of the children.
- Imparting education is the real challenge before them.
- Impact of media is strongly visible on the children. Teaching through media can be effective, whatever they see, they want to learn.
- There is urgent need for development of suitable quality teaching-learning materials in adequate number.
- Dearth of financial sanction at regular basis which impedes in organising educational activities as per need and requirement.
- Organisation of recurrent training programmes for field level functionaries through on the spot demonstrations are real challenges before them.

### **Major Focus, Curriculum and Objectives of the Project Activities**

The main focus and objectives of the project activities emerged from the data is as follows:

- Development of literacy skills (3 RS) and mainstreaming

- Meeting basic learning needs integrated with components like food, shelter, health and hygiene/ cleanliness
- Awareness building through community mobilization
- Functional literacy integrated with skill development/ education for life

### **Instructional Material**

The instructional material are largely of general type which fail to reflect the learning needs of out-of-school children.

Significant features which emerged from the data are as follows:

- The teachers feel that there is need for special training and orientation for handling educational problems of marginalized and heterogeneous group of children.
- Multiplicity of languages of learners create problems at transactional level.
- There is paucity of suitable teaching learning material and teaching aids.
- There is need for self-learning material to develop interest of the children for learning.
- The curriculum adopted generally fails to arise learner's motivation and interest areas.
- Lack of adequate space and physical facilities create problems in organising group activities at the centre.

However, the teachers in general feel that to some extent the educational programmes have helped in increasing children's interest in reading and writing, participation in different learning centre activities, socialization, use of proper languages in common parlance and in showing respects to elders.

## **CHAPTER-V**

### **Conclusion and Suggestions**

This section of the study presents the emerging *concern* areas of the education of out-of-school/street and working children and the implications of these for curriculum planning, which has direct bearing in meeting the learning needs of these children. Due to low socio-economic profile, family background, and teacher's attitude they are 'pushed-out' of the formal school. However, there is an urge within the child for a joyful and relaxing learning climate that would provide opportunities for expressing ideas and feeling freely and creativity along with peer group and elders.

### **Suggestive Measures**

- Educational programmes will have to be build up with special attention to specific needs of these children.
- Flexibility, challenging teaching-learning activities in group situations, use of their experiences (exposure to immediate environment) in solving problems are some of the essential curriculum components needs to be considered while planning educational intervention.
- The responses of the children with regard to popular curricular activities need close attention and dynamic planning. Educational model has to be life oriented for these children.
- Life skills, which will enable children to live a life of physically, socially and morally good, should be integrated

judiciously in all curricular areas. Such as, self awareness, empathy, coping with emotions and stress, decision making, problem solving, creative and critical thinking and interpersonal relationship. Organisation of special orientation or teachers for developing different life-skills among children through various curricular areas needs to be well considered. Gandhiji's vision of education which contained basically new values of education of three 'Hs' (head, hand and heart) is the need of the hour.

- The process of education has to be designed in a way that it builds and restores confidence of the child and inculcate self-esteem. Motivational components must be ingrained in the overall approach of learning situations.
- A variety of enrichment materials will be required based on different style and format (leaflet, folder, chart, self-learning material, work cards) to cater to the divergent needs and interest of children. For this, empowerment and capacity building among the teachers and learners will have to be taken on a priority basis.
- As per recommendations of the National Workshop in Non-Formal Education (NCERT, 1995) Group report on Education of street and working children teachers have to be trained in group and individualised instructional techniques. There is need to train them in the design and creation of educational materials.

- Teachers have to be equipped for remedial teaching on hard-spots.
- Both boys and girls attending programme in the organisation covered under the study strongly desire for the continuation of their educational pursuits along with their economic activities. In view of this careful curriculum planning will be required for inclusion of skill at appropriate level of education in a desired form. It will be better if at the initial stage skill orientation is provided in the form of pre-vocational Work experience activities. Gradually at the middle stage, locally suitably craft activities may be introduced by involving artisans from the local community.
- Interface with open school system at the middle level will provide good support to continue education to the children who are willing.
- While designing educational programmes, the contextuality of Universalisation of Elementary Education has to be kept as central point.
- The programme of alternative schooling/education for out-of-school children cannot succeed unless the community is simultaneously educated and convinced of the utility of education for their children. NGO sectors need to develop a suitable programme of community education as an integral part of the overall activities.

- NGOs concern should increase the instructional hours from two and half hours to four hours as per the norms in Education Guarantee Scheme and Alternative and Innovative Education (erstwhile NFE).
- The programmes of the NGOs need to monitor so as to sustain interest and to control the drop-out numbers.
- There is a need for national dialogue on conceptual dimensions and implication for education of different categories of out-of-school children. NGOs concern should plan right kind of intervention for certain very specific group of children, e.g. drop-outs, non-enrolled, street and working children, children of sex workers, children on railway platform, children living in slums/construction sites, children working in agricultural pursuits, shops/dhabas/motor garage, as coolies, and as domestic workers.
- Recently launched EGS&AIE scheme under **Sarva Shiksha Abhiyan (SSA)** supports diversified strategies for these categories of children. These strategies are bridge courses, remedial teaching centres, residential camps, drop-in-centres. Before planning any particular strategy, micro planning and identification of target group would form a pre-requisite activity of the whole process.

**An Exploratory Study on the Learning and  
Developmental Needs of Less Privileged Children**

**Interview schedule for managers/functionaries of the organisation**

**1. Identification data:**

- i Name and address \_\_\_\_\_
- ii Year of establishment \_\_\_\_\_
- iii Title of the project \_\_\_\_\_
- iv Clientele group \_\_\_\_\_
- iv Area of work (health, education, skill development, family welfare, community development)
- v Brief history of the activities and programmes
- vi Funding Agency(s)
- Number of children and their age group
- Provision for health check up of these children

**2. Background of the children**

**Place of stay.**

Railway platform street, market place hospital under bridge any other

- Any connection with family members? \_\_\_\_\_
- Are they staying with the family? \_\_\_\_\_

- Do the children meet the parents occasionally? \_\_\_\_\_
- What income generation activities do the children adopt? \_\_\_\_\_
- What strategy do you generally adopt to bring these children? \_\_\_\_\_
- What links/contact do you have with the family members? \_\_\_\_\_
- How do you motivate parents to send their children to the centre? \_\_\_\_\_

3 What are the objectives of the project activities:

Give a brief description of the programme undertaken? \_\_\_\_\_

Do you provide any vocational skill training to the children? if yes, what another? \_\_\_\_\_

How does this affect the life style of the children? \_\_\_\_\_

4 Operational area

- Education components
- Source of curriculum
- Developing agencies
- Special features of the curriculum
- Types of TLMs used
- Developed by own agency or outside agency

5 Teaching learning approach adopted

- Play way method
- Activity centred
- Child centred
- Folk media like, song, puppetry and street theatre
- Peer group support/child-to-child teaching

6 Teaching materials aids used during transactional process

- Printed books
- Non-print materials
- Audio-visual aids
- Chart/poster/waste material
- Puppet show
- Any other

7 Upto which level of education you provide to children?

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8 How far the curriculum, TLMs helped in includes values and development of the children?

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9 On what aspect do you give emphasise while dealing with there children, educational development or vocational skill training for entrepreneurship development among the children?

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10 According to you what is main reason of remaining out-of-school or drop-out of these children?

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11. What mechanism do you adopt to mainstream the children?

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12 Do you think that the children are inclined to read and learn or they are reluctant?

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13 What do they like to learn and why?

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**Tool - II**

**Interview schedule for Teachers**

I Name, Sex, Age, Educational qualification (academic and professional), working period in the organisation, experience

- Have you received any special orientation to deal with these children?

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- How and why do you meant to work in these children?

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- Any experience of working in this area?

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- How do you bring these children to the centred?

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- What are the special characteristic of these children?

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- How do you motivate these children to learn?

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- What measures do you adopt to socialise these children with the community and in the society as a whole?

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- How do you assess the achievements of the children?

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## साक्षात्कार प्रपत्र छव्वों के लिए

### 1. सामाजिक एवं आर्थिक

- नाम , उम्र , लिंग
- रहने का स्थान
- घर , बाजार , अस्पताल , रेलवे स्टेशन,
- ब्रिज के नीचे , सुगंगी-झोपड़ी , अन्य
- आपके कितने भाई-बहन हैं ?
- माता-पिता क्या करते हैं ? उनकी आजीविका क्या है ?

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क्या आपके भाई-बहन स्कूल जाते हैं ? यदि नहीं जाते हैं तो क्या कारण है ?

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- क्या घर की आमदनी परिवार के लिए पर्याप्त है ?

- आपकी आमदनी कितनी थी ?

- मातृभाषा

2. घर छोड़ने का कारण

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3. आप कब-कब घर जाते हैं ?

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4. क्या इस संस्था में आने के पहले स्कूल जाते थे ? यदि हाँ तो स्कूल छोड़ने का कारण क्या था ?

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5. संस्था में आने के पहले आप क्या काम करते थे ? यदि हाँ तो आमदनी कितनी थी ?

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6. इस संस्था में आपको कौन लाया ?

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7. इस संस्था में आपको क्या कराया जाता है ?

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8. क्या आपको पढ़ाई करना अच्छा लगता है या आपको जबरदस्ती सिखाया जाता है ?

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9. पढ़ाई के अतिरिक्त जीविकोपार्जन के लिए कौन-से कार्यकौशल सिखाए जाते हैं ?

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10. संस्था में सिखाए जा रहे काम आपके लिए कितने उपयोगी हैं ? भविष्य में यह किस प्रकार आपके लिए उपयोगी होंगे ?

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11. संस्था में सिखाए जा रहे कामों में आपके लिए सबसे अधिक उपयोगी कौन-से हैं अथवा क्यों ?

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12. क्या संस्था द्वारा आपको भोजन एवं परिधान उपलब्ध कराए जाते हैं ? क्या वे आपके लिए पर्याप्त हैं ?

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13. क्या आप कभी अस्वस्थ रहे हैं ?

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14. संस्था में चिकित्सा के कौन-से साधन उपलब्ध हैं ?

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15. संस्था द्वारा उपलब्ध कराए जा रहे प्रावधानों से क्या आप संतुष्ट हैं ?

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16. आपके अनुसार आपके शिक्षा एवं विकास के लिए कौन-से प्रयत्न किए जाने चाहिए ?

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17. आपके अनुसार क्या वह पर्याप्त है ? यदि ना तो आपके क्या सुझाव हैं ?

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शैक्षणिक

18. संस्था में केंद्र किस समय चलाए जाते हैं ?

सुबह वापहर संध्या

19. आप कौन-सी स्तर की शिक्षा प्राप्त कर रहे हैं ?

पहली दूसरी तीसरी चौथी पाँचवी

20. पाँचवी कक्षा तक शिक्षा प्राप्त करने के बाद आप क्या करेंगे ?

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21. क्या आप यहाँ की पढ़ाई से संतुष्ट हैं ?

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22. जो किताबें पढ़ाई जाती हैं, उनमें से आपको क्या अच्छा लगता है और क्यों ?

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23. इनमें से आपको क्या अच्छा लगता है ? कहानी सुनाना, कविता पढ़ना, गाना-गाना, खेलना, अन्य ।

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24. आपको अपना अध्यापक/अध्यापिका पसंद है ? यदि हाँ तो क्यों ?

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25. यहाँ से निकलकर आप क्या करना चाहते हैं ? आप कौन-सा करोबार सीखना चाहते हैं ?

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26. क्या आपने अपने भविष्य के बारे में कभी सोचा है ? बड़े होकर आप क्या बनना चाहते हैं ?

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